MASSACHUSETTS STATE NORMAL SCHOOL WESTFIELD



CATALOGUE
YEAR OF
1907 1908

ESTABLISHED 1839

WITH COMPLIMENTS OF

CLARENCE A. BRODEUR,

PRINCIPAL.

CATALOGUE AND CIRCULAR OF INFORMATION.

MASSACHUSETTS
STATE NORMAL SCHOOL,

WESTFIELD.

ESTABLISHED 1839.



1907-1908.

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NEW NORMAL SCHOOL BUILDING.

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ESTABLISHED 1837.

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Frances L. Foster,	Third grade.
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The next meeting of the Association will be held at Westfield, 1910.

CALENDAR FOR 1908.

SPRING TERM.

Tuesday, 9 A.M., March 17, 1908, to Friday, 4 P.M., June 19, 1908.

CLASS DAY.

Monday, June 22, 1908.

GRADUATION.

Tuesday, 2 P.M., June 23, 1908.

EXAMINATIONS.

FIRST ENTRANCE EXAMINATION.

Thursday and Friday, 9 A.M., June 25 and 26, 1908.

SECOND ENTRANCE EXAMINATION.

Tuesday and Wednesday, 9 A.M., Sept. 8 and 9, 1908.

Entrance examinations on the dates given above begin at 9 A.M., in the assembly hall. Candidates are to be present at the opening on the first day They should come prepared to stay in September. If pupils are obliged to stay over night during the June examinations, accommodations may be had at Dickinson Hall.

The school is in session every week day except Monday; on Saturdays, school closes at noon.

CALENDAR FOR SCHOOL YEAR, 1908–9.

FALL TERM.[1]

Thursday, 9 A.M., Sept. 10, 1908, to Saturday, 12 M., Dec. 5, 1908.

WINTER TERM.

Monday, 9 A.M., Dec. 7, 1908, to Saturday, 12 M., March 20, 1909.

SPRING TERM.

Monday, 9 A.M., March 22, 1909, to Friday, 4 P.M., June 18, 1909.

CLASS DAY.

Monday, June 21, 1909.

GRADUATION.

Tuesday, 2 P.M., June 22, 1909.

VACATIONS.

SPRING.

From Friday, 4 P.M., April 24, 1908, to Monday, May 4, 1908.

THANKSGIVING.

From Wednesday, 12 M., preceding Thanksgiving Day, to the following Tuesday, at 9 A.M.

CHRISTMAS.

From Saturday, 12 M., Dec. 19, 1908, to Monday, Dec. 28, 1908.

WINTER.

From Saturday, 12 M., Feb. 20, 1909, to Monday, March 1, 1909.

SPRING.

From Saturday, 12 M., April 24, 1909, to Monday, May 3, 1909.

[1] Those seniors who are assigned to the training school for the fall term will begin their school year Tuesday, Sept. 8, 1908.

WESTFIELD NORMAL SCHOOL.

HISTORICAL SKETCH.

With the single exception of the Framingham Normal School, which was first opened at Lexington July 3, 1839, the Westfield Normal School is the oldest in America. It was established at Barre, Sept. 4, 1839, and was transferred to Westfield in 1844. The total number of pupils admitted to this school is 4,909, of whom 500 have been men. Since 1855, the date of the first formal graduation, 2,048 students have received diplomas on the completion of the prescribed course of study.

LOCATION.

Westfield, a beautiful town of more than 13,600 inhabitants, is located on the main line of the Boston & Albany Railroad, and on the Northampton division of the New York, New Haven & Hartford Railroad. Springfield is distant but nine miles, Holyoke ten, Chicopee twelve, and Northampton sixteen. Electrics run from the railroad stations past the school and connect Westfield with Springfield and Holyoke. The service is excellent, and the program of recitations is so arranged that most pupils residing in adjoining cities and towns can live at home.

Westfield is noted for its fine streets, overarched by stately elms, and for the beauty of the surrounding country. Facilities for healthful exercise, as well as for the out-door study of geography and natural science, are abundant.

BUILDINGS AND GROUNDS.

The normal school building was occupied for the first time April 18, 1892. It is a beautiful and commodious structure of red brick, with trimmings of brown stone and Roman-

esque portals, is 140 feet long and 118 feet deep, and contains accommodations for 175 normal students, as well as for 120 pupils of the training schools.

The entire building is finished in the best selected quartered oak. The chemical, physical, geological and mineralogical, and biological laboratories are liberally supplied with the best of modern apparatus and appliances and with an abundance of specimens for study.

The art room affords excellent opportunities for training in drawing. In addition, several well-lighted studios, plentifully supplied with casts, models, and copies, are available for individual work.

Adjoining the main assembly hall is a convenient library of well-selected books for use in all departments of the work of the school.

The manual training room is equipped with nineteen benches, and with all tools and material necessary for instructing normal students in a most comprehensive course of manual training for elementary schools.

The gymnasium is large and well lighted, and is provided with all apparatus for class work as well as for individual exercise.

In a word, no school building in the State has a more complete equipment for preparing teachers to fill positions in the best of modern schools.

The ample grounds adjoining the school afford opportunity for lawn tennis, basket-ball, and for general exercise.

Dickinson Hall is a pleasant and comfortable dormitory and boarding hall, located adjacent to the school building, and containing accommodations for 75 students. A fuller description may be found on page 42, under the caption "Dickinson Hall."



STATE NORMAL TRAINING SCHOOL.

TRAINING SCHOOLS.

In the normal school building are four rooms, accommodating 120 pupils of the kindergarten and primary grades of the public schools.

The State has erected a new training school building at a cost of $45,000, on the site of the old normal school on Washington Street, within a stone's throw of Dickinson Hall. This building contains ten class-rooms, with ample accommodations for 420 children from grades four to nine inclusive, a large library, principal's office, teacher's room, an assembly hall with seats for 500, play-rooms, and is furnished with an electric time service and a liberal equipment for the teaching of all school subjects.

There are available for training purposes in both buildings fourteen rooms, containing more than 550 pupils.

The pupils of the senior class of the normal school are divided into three sections, each section devoting the entire time of one term of thirteen weeks to observation and teaching in the training schools under expert supervision. Thus ample provision has been made for training teachers for the actual work of their profession.

GENERAL AIM OF THE SCHOOL.

The Board of Education, by a vote passed May 6, 1880, stated the design of the school and the course of studies for the State normal schools, as follows : —

> The design of the normal school is strictly professional; that is, to prepare in the best possible manner the pupils for the work of organizing, governing, and teaching the public schools of the Commonwealth.
>
> To this end there must be the most thorough knowledge, first, of the branches of learning required to be taught in the schools; second, of the best methods of teaching these branches; and third, of right mental training.

REQUIREMENTS FOR ADMISSION.

Candidates for admission to any one of the normal schools must, if young women, have attained the age of sixteen years, and if young men, the age of seventeen years, and be graduates of an approved high school (or must have received the equivalent of a good high school education). Their fitness for admission will be determined by : —

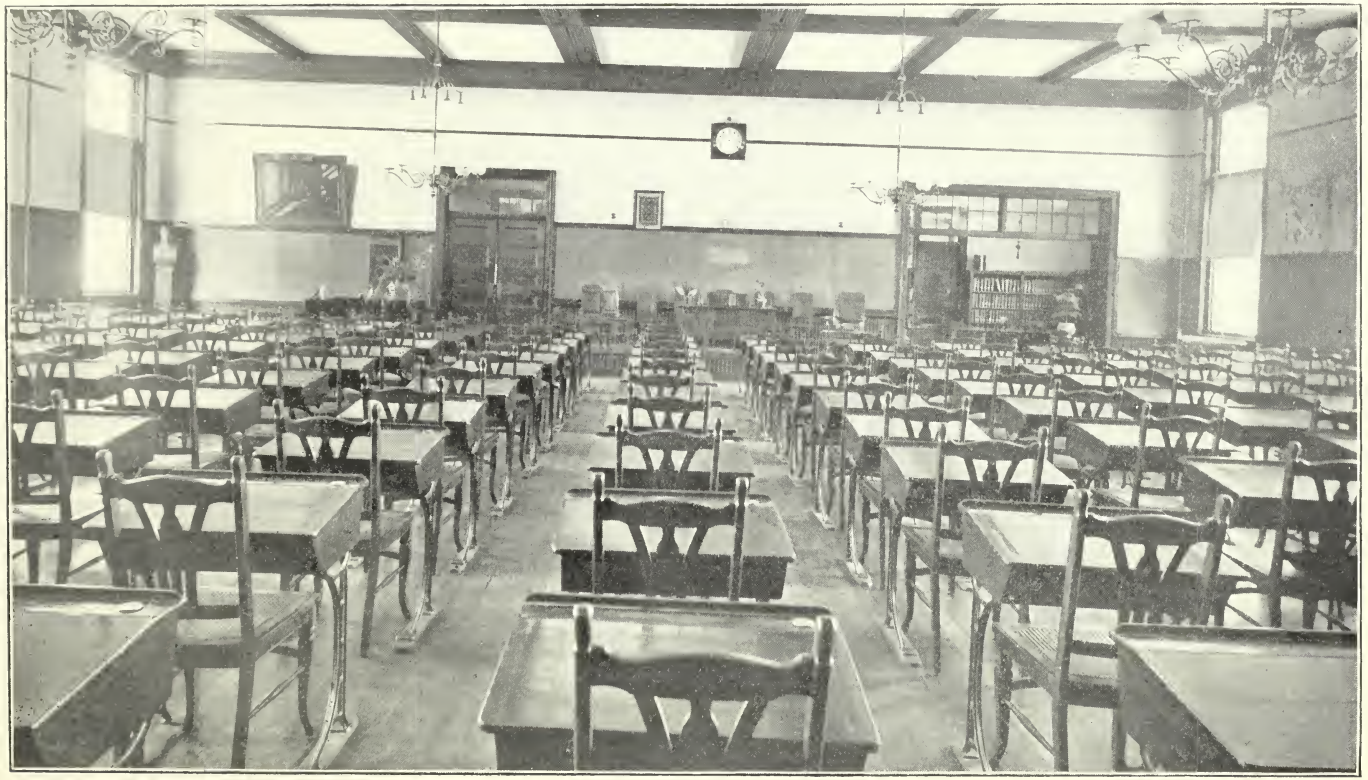
1. Their standing in a physical examination.
2. Their moral character.
3. Their high school record.
4. A written examination.
5. An oral examination.

PHYSICIANS' CERTIFICATES AND PHYSICAL EXAMINATIONS.

Every candidate is required to present a certificate from a reliable physician, stating that he or she is physically fitted to undertake the contemplated course of study, and giving information as to any physical weakness the candidate may have. Blank certificates may be found at the back part of this catalogue.

The State Board of Education adopted the following vote March 7, 1901 : —

That the visitors of the several normal schools be authorized and directed to provide for a physical examination of candidates for admission to the normal schools, in order to determine whether they are free from any disease or infirmity which would unfit them for the office of teacher, and also to examine any student at any time in the course, to determine whether his physical condition is such as to warrant his continuance in the school.



ASSEMBLY HALL.

MORAL CHARACTER.

Candidates must present certificates of good moral character. In deciding whether they shall prepare themselves to become teachers, candidates should note that the vocation requires more than mere freedom from disqualifying defects; it demands virtues of a positive sort, that shall make their impress for good upon those who are taught.

HIGH SCHOOL RECORD.

It may be said, in general, that if the ordinary work of a good statutory high school is well done, candidates should have no difficulty in meeting the academic tests to which they may be subjected. **They cannot be too earnestly urged, however, to avail themselves of the best high school facilities attainable in a four years' course, even though they should pursue studies to an extent not insisted on, or take studies not prescribed in the admission requirements.**

The importance of a good record in the high school cannot be overestimated. **Principals are requested to furnish the normal schools with records of the high school standing of candidates.** The stronger the evidence of character, scholarship and promise, of whatever kind, candidates bring, especially from schools of high reputation and from teachers of good judgment and fearless expression, the greater confidence they may have in guarding themselves against the contingencies of an examination and of satisfying the examiners as to their fitness.

WRITTEN EXAMINATIONS.

All candidates for the regular and kindergarten courses must pass satisfactory examinations, as indicated below (see also caption following "Admission on certification from high schools").

I. Language. — (a) English, with its grammar and literature, and (b) either Latin or French.

II. Mathematics. — (a) The elements of algebra and (b) the elements of plane geometry.

III. United States History. — The history and civil government of Massachusetts and the United States, with related geography and so much of English history as is directly contributory to a knowledge of United States history.

IV. Science. — (a) Physiology and hygiene and (b and c) any two of the following: physics, chemistry, physical geography, and botany, provided one of the two selected is either physics or chemistry.

V. Drawing and Music. — (a) Elementary mechanical and freehand drawing, with any one of the topics, — form, color, and arrangement, and (b) music.

ORAL EXAMINATION.

Each candidate may be required to read aloud in the presence of the examiners. He may also be questioned orally either upon some of the foregoing subjects or upon other matter within his experience, in order that the examiners may gain some impression about his personal characteristics and his use of language, as well as give him an opportunity to furnish any evidences of qualification that might not otherwise become known to them.

GENERAL REQUIREMENT IN ENGLISH FOR ALL EXAMINATIONS.

No candidate will be accepted whose written English is notably deficient in clear and accurate expression, spelling, punctuation, idiom, or division of paragraphs, or whose spoken English exhibits faults so serious as to make it inexpedient for the normal school to attempt their correction. The candidate's English, therefore, in all oral and written examinations will be subject to the requirements implied in the statement here made, and marked accordingly.

ADMISSION ON CERTIFICATION FROM HIGH SCHOOLS.

Candidates from high schools which are on the certificate list of the New England College Entrance Examination Board may be admitted to any of the State normal schools without examination in any subject required for admission in which they have attained a standing of B, or 80 per cent., as certified by the principal of the school.

Beginning with 1908, candidates from high schools not in the college certificate list may be admitted on similar conditions, if the high schools are approved for the purpose by the Board of Education.

High schools desiring this approval should correspond with the secretary of the Board.

Graduates of colleges are admitted without examination.

SPECIAL DIRECTIONS FOR THE WRITTEN EXAMINATIONS.

I. LANGUAGE.

(a) **English.** — The subjects for the examination in English will be the same as those agreed upon by the colleges and high technical schools of New England and now quite generally adopted throughout the United States.

1. **Reading and Practice.** — A limited number of books will be set for reading. The candidate will be required to present evidence of a general knowledge of the subject-matter and spirit of the books, and to answer simple questions on the lives of the authors. The form of examination will usually be the writing of a paragraph or two on each of a few topics to be chosen by the candidate from a considerable number set before him in the examination paper. In place of a part or the whole of this test, the candidate may present an exercise book properly certified by his instructor, containing compositions or other written work done in connection with the reading of the books.

The books set for this part of the examination are : —

1907–08. — Shakespeare's **Julius Cæsar**; Milton's **L'Allegro, Il Penseroso, Comus** and **Lycidas**; Burke's **Speech on Conciliation with America**; Macaulay's **Essay on Addison** and **Life of Johnson.**

The books for study in 1909 are : Shakespeare's **Macbeth**; Milton's **L'Allegro**; Burke's **Speech on Conciliation with America**, or **Washington's Farewell Address**; **Webster's First Bunker Hill Oration**; Macaulay's **Life of Johnson**, or Carlyle's **Essay on Burns.**

The purpose of the examination is to discover, (1) whether the student has acquired a good habit of study; (2) whether he has formed any standards of literary judgment: (3) whether he has become discerning of literary merit; and (4) what acquaintance he has with standard English and American writers.

The examination will take such a form that students who have followed other than the prescribed lines of reading may be able to satisfy the examiners on the above points.

(b) **Either Latin or French.** — The translation at sight of simple prose or verse, with questions on the usual forms and ordinary constructions, and the writing of simple prose based in part or in full on the passage selected.

II. MATHEMATICS.

(a) The elements of algebra through affected quadratic equations.

(b) The elements of plane geometry.

While there is no formal examination in arithmetic, the importance of a practical working acquaintance with its principles and processes cannot be too strongly emphasized. The candidate's proficiency in this subject will be incidentally tested in its applications to other subjects.

III. UNITED STATES HISTORY.

Any school text-book on United states history will enable candidates to meet this requirement, provided they study enough of geography to illumine the history and make themselves familiar with the grander features of government in Massachusetts and the United States. Collateral reading in United States history is strongly advised, also in English history, so far as this history bears conspicuously on that of the United States.

IV. SCIENCE.

(a) **Physiology and Hygiene.** — The chief elementary facts of anatomy, the general functions of the various organs, the more obvious rules of health, and the more striking effects of acoholic drinks, narcotics, and stimulants upon those addicted to their use.

(b and c) **Any two of the following sciences, — physics, chemistry, botany, physical geography, provided one of the two is either physics or chemistry.** — The chief elementary facts of the subject selected, so far as they may be presented in the courses usually devoted to them in good high schools. It will be a distinct advantage to the candidate if his preparation includes a certain amount of individual laboratory work.

V. DRAWING AND MUSIC.

(a) **Drawing.** — Mechanical and freehand drawing, — enough to enable the candidate to draw a simple object, like a box or a pyramid or a cylinder, with plan and elevation to scale, and to make a freehand sketch of the same in perspective. Also any one of the three topics, — form, color, and arrangement.

(b) **Music.** — Such elementary facts as an instructor should know in teaching singing in the schools, including major and minor keys, simple two, three, four and six part measures, the fractional divisions of the pulse or beat, the chromatic

scale, the right use of the foregoing elements in practice, and the translation into musical notation of simple melodies or of time phrases sung or played.

IMPORTANCE OF ADEQUATE PREPARATION.

Candidates should measure their duty of making adequate preparation not wholly by the subjects selected and the papers set for the admission examinations, but by the larger demands their chosen vocation is sure to make upon them. The more generous and thorough, therefore, the preparation of the candidate, the greater the likelihood of profiting by the normal school, of completing the elementary course on time, of securing employment after graduation, and of doing creditable work as a teacher.

The candidate is advised, therefore, to utilize all feasible opportunities offered by the regular high school course for promoting this breadth of preparation, and the high school should aim to hold the candidate up to the higher ideals of such preparation.

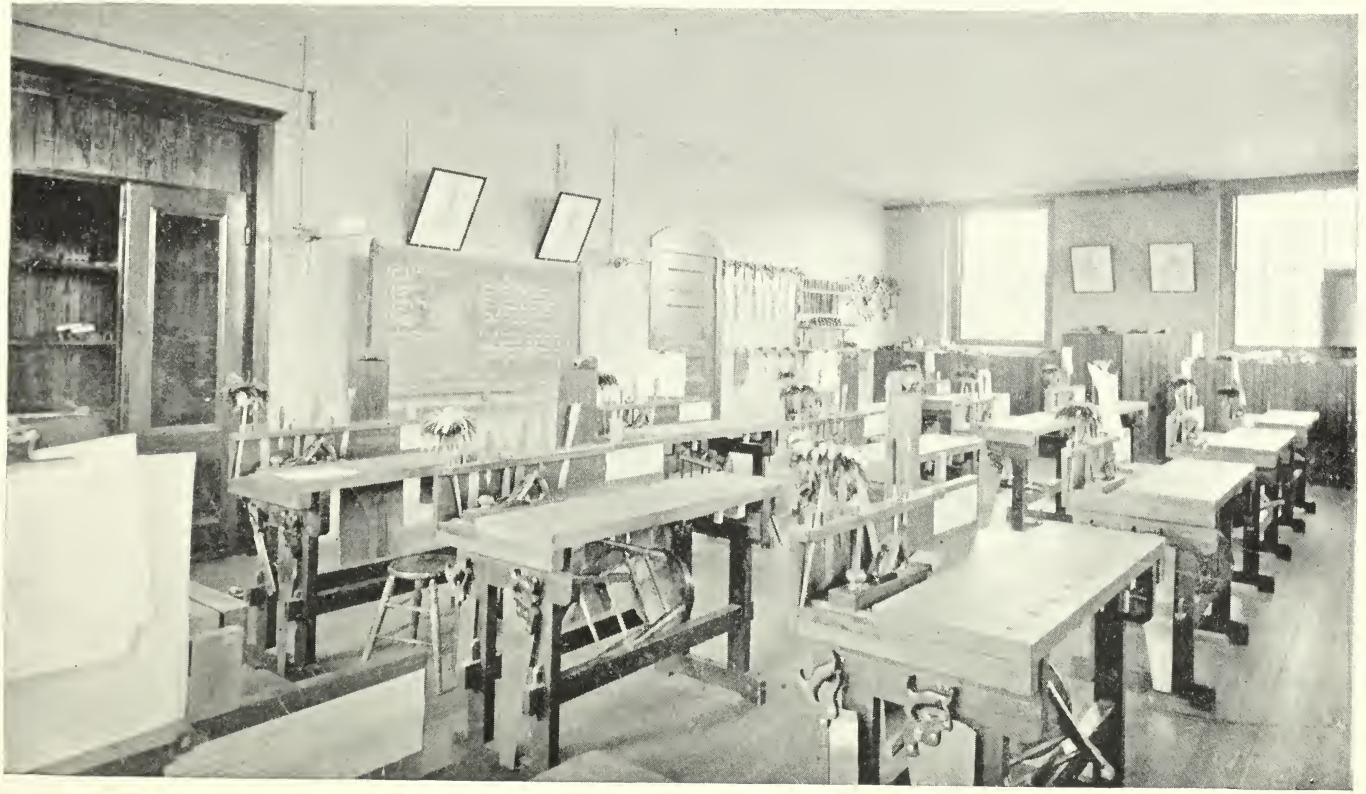
EQUIVALENTS.

Special cases that raise questions of equivalents will be considered on their merits.

DIVISION OF THE EXAMINATIONS.

Candidates may be admitted to preliminary examinations a year in advance of their final examinations, provided they offer themselves in one or more of the following groups, each group to be presented in full: —

I. French.
II. Mathematics.
III. United States history.
IV. Science.
V. Drawing and music.



MANUAL TRAINING ROOM.

Preliminary Examinations can be taken in June only.

Every candidate for a preliminary examination must present a certificate of preparation in the group or groups chosen, or in the subjects thereof, the form of certificate to be substantially as follows : —

_____ has been a pupil in the _____ School for _____ years, and is, in my judgment, prepared to pass the normal school preliminary examination in the following group or groups of subjects and the divisions thereof : —

Signature of principal or teacher, _____

Address, _____

The group known as I. Language (Latin and English) must be reserved for the final examinations. It will doubtless be found generally advisable in practice that the group known as IV. Science should also be so reserved.

While division of the final or complete examinations between June and September is permissible, it is important both for the normal school and for the candidate that the work laid out for the September examinations, which so closely precede the opening of the normal schools, shall be kept down to a minimum. Candidates for the final or complete examinations are earnestly advised, therefore, to present themselves in June.

EXAMINATION DATES.

The admission examinations are held at the several normal school buildings in accordance with the following schedule : —

1908. — Thursday and Friday, June 25 and 26; Tuesday and Wednesday, September 8 and 9.

1909. — Thursday and Friday, June 24 and 25; Tuesday and Wednesday, September 7 and 8.

TIMES OF ADMISSION.

New classes will be admitted only at the beginning of the fall term, and, as the studies of the course are arranged progressively from that time, it is important that students shall present themselves then for duty. In individual cases and for strong reasons exceptions to this requirement are permissible, but only after due examination, and upon the understanding that the admission shall be at a time convenient to the school, and to such classes only as the candidate is qualified to join.

COURSES OF STUDY.

This school offers (1) a general two years' course, (2) a three years' course, (3) a kindergarten course, (4) a special course for teachers, and (5) a special course of one year for college graduates.

I. GENERAL TWO YEARS' COURSE.

The general course of study for two years comprises the following subjects: —

1. Psychology, history of education, principles of teaching, methods of instruction and discipline, school organization, school laws of Massachusetts.

2. Methods of teaching the following subjects: —

(a) English, — reading, language, composition, literature, history.

(b) Mathematics, — arithmetic, bookkeeping, elementary algebra, and geometry.

(c) Science, — elementary physics and chemistry, geography, physiology and hygiene, study of minerals, plants, and animals.

(d) Drawing, vocal music, physical training, manual training.



KINDERGARTEN.

3. Observation and practice in the training school, and observation in other public schools.

The amount of work in this course is so great that only those who enter upon it most thoroughly prepared can hope to complete it, with the required practice, in the time assigned to it. Others need not expect to finish it in two years.

For a more detailed account of this course, see pages 22–37.

II. THREE YEARS' COURSE.

The Board of Visitors and the principal of any normal school may arrange for a third year of study and practice in teaching under supervision for its graduates, whenever in their judgment such action is desirable. The object of this course shall be a more complete mastery of the topics arranged for the regular two years' course and further work in the training schools; this work in the training schools shall be under the direct supervision of a teacher of the normal school or of a teacher specially approved for that purpose.

III. KINDERGARTEN COURSE.

The kindergarten course requires two years for its completion. The first year's work is the same as that of the general two years' course, except that child study and history are substituted for English grammar and geography. During the second year the pupil spends all her mornings in the practical work of the kindergarten, and her afternoons in the study of the theory and the history of the kindergarten.

Every candidate for this course should have not only the qualifications required for admission to the general two year's course, but should in addition have some facility in playing the piano and in singing.

Students pay the cost of materials used by them, but this expense does not exceed ten dollars for the course.

IV. SPECIAL COURSE FOR TEACHERS.

Teachers of three years' experience in teaching, who give evidence of maturity, good scholarship, and of aptness to teach, may, with the consent of the principal and of the Board of Visitors, select a course which may be completed in one year; and when such course is successfully completed, they shall receive a certificate for the same.

V. SPECIAL COURSE FOR COLLEGE GRADUATES.

College graduates may be admitted to the State normal schools without examination, and may receive a diploma after satisfactorily completing a course of one year, requiring at least twenty recitation periods per week and including the advanced pedagogy and practice of the senior year.

Experienced observers of public-school problems are agreed that the high schools can no longer furnish employment for all college graduates who wish to teach. **An increasing number of such graduates must hereafter find their work in the grammar schools.** It is for this class especially that Course V. has been planned.

GENERAL PLAN OF TWO YEARS' COURSE.

In connection with all subjects that the graduate is expected to teach, tentative courses of study for lower schools and lists of helpful text-books and of collateral reading are furnished to each pupil.

No mere outline can accurately represent the spirit and method of a school. The following topical arrangement should be understood as only suggestive: —

PSYCHOLOGY.

(a) **Elementary Psychology.** — The course in elementary psychology includes (1) a study of the physiology of the brain and central nervous system, and the relation of the

same to mental development; special attention is given to the nature and training of the senses of sight, hearing, and touch; (2) study of the less complex phases of perception, memory, imagination, thought, the emotions and movements, and their development during the elementary school period: (3) study of the personal reminiscences of the childhood of the students, to give them practice in the study of subjective mental phenomena, and to deepen and broaden their concepts of the subjective states of childhood; (4) careful reading and review of a standard reminiscent study of childhood, such as Pierre Loti's **Story of a Child**, Tolstoi's **Childhood, Boyhood, and Youth**, John Stuart Mill's **Autobiography**, etc.; (5) study of an individual child. Angell's **Psychology**, Halleck's **Psychology and Psychic Culture**, James's **Psychology** (briefer course), Kirkpatrick's **Inductive Psychology**, and Rooper's **Study in Apperception** are used as texts (junior year: first and second terms, two hours a week).

(b) **Physiological Psychology.** — More detailed study of the growth and functions of the brain and central nervous system; relation of the same to education; sense defects and school work; factors conditioning growth of children; relation of exercise, sleep, and nutrition to growth and mental development. Donaldson's **Growth of the Brain**, Carpenter's **Mental Physiology**, Ziehen's **Physiological Psychology**, M'Kendrick and Snodgrass's **Physiology of the Senses**, James's **Principles of Psychology**, Titchener's **Outlines of Psychology**, as well as the works of Külpe, Wundt, Sully, Thorndike, Baldwin, Ladd, Calkins, Bain, Spencer, Ribot, and Sanford, are used as reference guides (junior year; third term, two hours a week).

(c) **Genetic Psychology.** — Studies in the physical, intellectual, and moral development of young children; factors conditioning mental development, as heredity and environment; mental fatigue and its relation to mental work; de-

velopment of motor ability; comparative studies of the minds of the lower animals and of savages with those of defective and delinquent children; observations and tests of senses, memory, attention, motor power, fatigue, etc., of individual children, and the collation and discussion of such data. The course in genetic psychology is designed to present the facts, so far as they have been scientifically determined, concerning the nature and development of the mind during childhood and adolescence, and to provide the prospective teacher with sound criteria for estimating theories about the child's mind, as well as to give adequate training in the concrete study of child life. The texts used are Preyer's **Development of the Intellect** and **Senses and Will**, Hall's **Youth**, Tracy's **Psychology of Childhood**, Kirkpatrick's **Fundamentals of Child Study**, Barnes's **Studies in Education**, Rowe's **Physical Nature of the Child**, Sully's **Studies of Childhood**, Hall's **Adolescence**, together with the writings of Warner, Chamberlain, Oppenheim, Miss Shinn, Mrs. Moore, Russell, Compayré, Perez, and Baldwin (senior year: two terms, two hours a week).

HISTORY OF EDUCATION.

(a) **History of European Education.** — Study of the development of educational theories in the educational systems of Europe, including Greek Education, origin of the universities and rise of higher education, humanism and the renaissance, realism and scientific education, naturalism and the activity of the child. Provision is made for the critical study of portions of such educational classics as Plato's **Republic**, Montaigne's **Education of Children**, Mulcaster's **Positions**, Comenius's **School of Infancy** and **Great Didactic**, Locke's **Thoughts Concerning Education**, Rousseau's **Emile**, Pestalozzi's **Leonard and Gertrude**, Froebel's **Education of Man**, Herbart's **Science of Education**, and Herbert Spencer's **Education**. The course is given in lectures, discussions, and

readings. Compayré's **History of Pedagogy** is in the hands of the students, but outside study is based chiefly on the books by Quick, Williams, J. P. Munroe, Davidson, Paul Monroe, Laurie, Woodward, W. S. Monroe, Barnard, Rashdall, De Garmo, Hughes, Krüsi and Bowen (junior year: first and second terms, one hour a week).

(b) **History of American Education.** — The course traces the successive ideals of the different streams of early American civilization, as the English Puritans in New England, the English Quakers in Pennsylvania, the English cavaliers in Virginia, the Dutch in New York, the Swedes in Delaware, the French Hugenots and the Scotch-Irish. Special attention is given to the growth of the Massachusetts school system, the origin of American normal schools, and the history of educational associations in the United States. Brief study is made of some of the earlier American contributions to the literature of education, including the writings of Joseph Neef, Samuel R. Hall, David P. Page, Horace Mann, Henry Barnard, and William T. Harris. Boone's **History of Education in the United States** and Martin's **Evolution of the Massachusetts School System** are used as texts, with required readings from the works by Barnard, Wickersham, Adams, Winship, Hinsdale, Dexter, and Monroe (junior year: third term, one hour a week).

PEDAGOGY, SCHOOL LAW, AND SCHOOL MANAGEMENT.

The application to teaching of the principles developed in the course in psychology and the history of education outlined above; a study of methodology; a systematic and critical examination of the opinions of leading educators on school organization and economy; a study of the principles and art of school government, both from the stand-point of the adult and of child study, with special reference also to the use of school discipline as an agency in the moral culture of the child; a discussion of the curriculum of elementary

schools; the preparation on pedagogical and hygienic principles of programs for graded and ungraded schools; lectures on such portions of the school laws of Massachusetts as are needed to enable the teacher to know the rights and the duties of her profession; the theory of the proper heating, ventilating, and lighting of school rooms, with practical suggestions for the same: frequent conferences with pupils teaching in the training schools.

NATURAL SCIENCE.

In all science teaching of this school a constant effort is made along three essential lines: —

First, a clear presentation of the truths and principles underlying the science. These are learned as far as possible at first hand in the field or the laboratory, and care is taken that they are rightly comprehended.

Second, individual instruction and practice in the interpretation of these truths and in logical modes of reasoning based upon them.

Lastly and chiefly, a thorough drill in the best pedagogical methods of presenting such truths and interpretations in elementary instruction. The first two are always subordinate, being used as a necessary means to secure success in the third.

As a further help toward the same end, large additions have been made to the apparatus and the reference libraries, until it may be fairly said that the school is unsurpassed in point of equipment by any other of like rank.

The geological and mineralogical laboratory is equipped with a complete working collection of minerals, rocks, and fossils, and the necessary apparatus for studying them. A valuable cabinet collection is in constant use for reference and comparison. It is believed that an actual acquaintance with rocks, minerals, and organic forms is of greater value than much abstract knowledge.



BIOLOGY RECITATION ROOM.

The biological and physiological laboratory is furnished with excellent cabinets of preserved material, to which constant additions are being made, and which are amply sufficient for individual use. It possesses, in addition, a series of charts, casts and models illustrating human anatomy; a full set of histological preparations, showing the structure and tissues of the human body; and a fine herbarium of local plants.

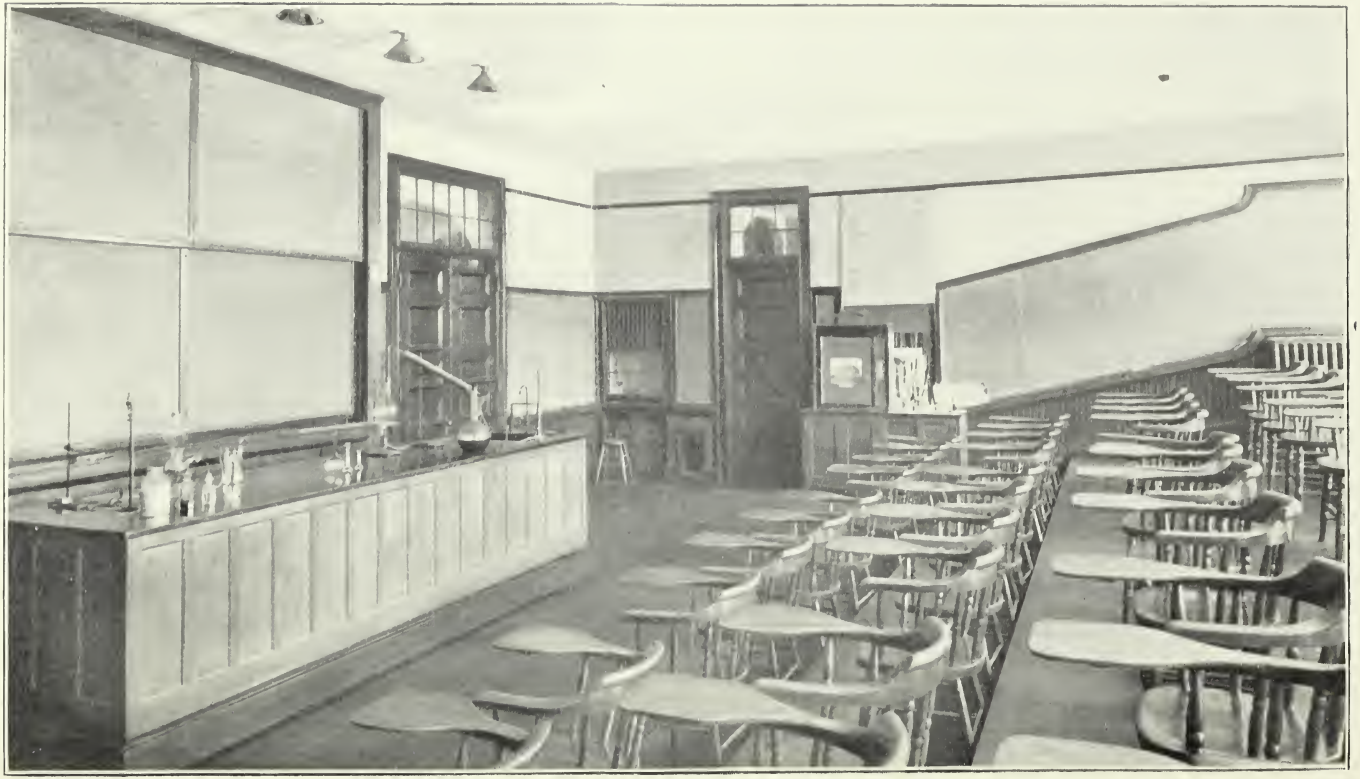
Zoölogy. — General characteristics of animals; a study of typical animals, considerable attention being paid to their habits, modes of life, and their uses; these types are selected from the fauna of the vicinity, and as far as possible the home of the animal is reproduced in the laboratory, and the pupil is required to become acquainted with its habits and daily life, as well as its structure, from actual observation; a special study of insects and birds, with reference to their economic relations; the principles of classification. The more common species are chosen, in consequence of their adaptation to elementary instruction, and the pupils practise the best methods of presenting such nature work.

Physiology. — A general outline of the subject, including the anatomy, physiology and hygiene of the different organs and parts of the body. So far as necessary the anatomy is illustrated by models of the human body, while microscopical structure is demonstrated by a large collection of sections; but special attention is given to hygiene and to many practical questions concerning bodily health about which every teacher should be well informed. The germ theory of vaccination, the treatment of contagious diseases in the school room, public sanitation, the value of hospitals and pest houses, good drinking water, hygienic cooking, sanitary clothing, a rational and orderly presentation of the effects produced by alcohol upon the body and mind, the hygienic influence of the mind upon the body, and many other important phases of hygiene are carefully and thoroughly discussed. Lectures are given by competent authorities upon

the recognition and treatment of the various diseases likely to occur among school children. As thus presented, the course furnishes to the careful student a fund of information, which will be of the greatest practical value in her own life and in her work as a teacher.

Geology. — The properties, varieties and uses of the more important minerals, ores and rocks, together with a study of the more useful industries connected with certain minerals, *i.e.*, the mining of coal, the manufacture of coal gas, and the various by-products produced during the process, the mining and smelting of the different ores, the manufacture of quick lime, plaster of Paris, salt, glass, bricks and pottery, etc. The geologic history of New England, with special reference to Massachusetts. In this historical portion, as the mesozoic strata are well represented in the vicinity, special attention is given to that period. The field work consists of excursions to available points of geologic interest, a visit and a study of such of the local industries as are concerned with minerals or ores, a visit to some public museum, an explanation of its educational value in connection with the work of our common schools, and a discussion of the methods to be pursued by the teacher in availing herself of its privileges. Special effort is made to correlate this work with physical geography and history. In pursuance of this effort, particular attention is given to the geographical changes produced by the great glacier which formerly covered this part of the continent, to its effect upon the climate, soil and contour of New England. The principal facts with reference to the various prehistoric races of human beings who inhabited this continent prior to its discovery by the Spaniards are presented clearly and briefly, to serve as a foundation for work in history.

Botany. — The seed and germination: the organs of the plant, — root, stem, buds, leaves, the tissues; the plant cell: protoplasm and its properties; inflorescence; a study of



SCIENTIFIC LECTURE ROOM.

typical flowers, with reference to their plan and structure; fertilization and conditions of growth; fruit; a study of some of our common flowerless plants. Special attention is given to economic plant products, such as fruits, spices, India rubber, vegetable oils, drugs and medicines, dye stuffs, etc. The value of our forests and the uses of the various kinds of lumber are closely correlated with the work in manual training. In the field work, the pupils are taught to utilize their immediate surroundings; by this method they are certain of obtaining an abundance of material wherever they may chance to teach. A course of nature study for elementary schools is outlined, and instruction is given in obtaining and using suitable materials for class-room presentation.

OTHER SCIENCES.

Physics. — Physics is presented with a two-fold aim. Its culture value is beyond question; its practicability appears on every hand. From the culture side the student becomes familiar through actual experience with the leading physical discoveries of the day. The laboratory is well supplied with a large amount of apparatus for demonstrating theories of sound, light, and many applications of electricity, among which may be mentioned the X-rays and wireless telegraphy according to the Marconi system.

Through much laboratory work, the student becomes familiar with the construction, manipulation and use of physical apparatus. Exercises which have a direct bearing upon every day life are given. The practical idea is made clear. The pupil discovers for herself the principles and facts relating to the special phase of the subject under consideration. Opportunity to make original investigations is given to students especially interested in science.

In addition to the benefit to the teacher herself, she learns to present clearly to her pupils such parts of the subject as seem desirable.

Chemistry. — The work in this department is treated under three general divisions, — historical, academic, and applied chemistry. Of these, the last-mentioned receives by far the greatest attention. No text-book is used, but a large amount of reference matter is available. Facts are gained by actual work.

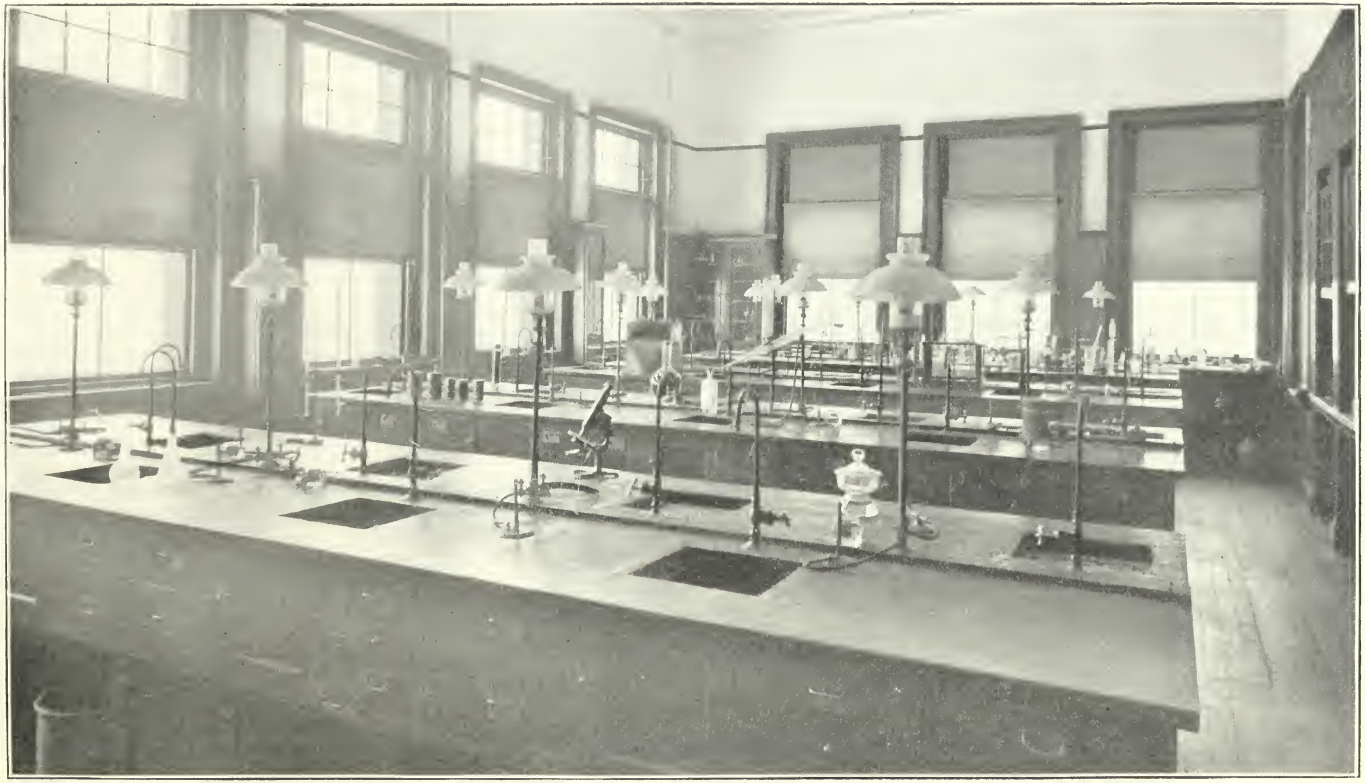
The laboratory is equipped with a generous supply of the latest apparatus, and all conveniences are at the students' disposal.

The academic work includes type experiments with the gases, oxygen, hydrogen, nitrogen, carbon dioxid, chlorine, and such of the hydro-carbons as time will allow, and in addition to these, analysis and synthesis of the acids, hydrochloric, nitric, sulphuric, acetic, etc., together with the rational use of chemical symbols and formulæ.

The applied or practical work includes, among other exercises of an interesting character, the qualitative analysis of water, samples of which pupils procure from different parts of the town, and a thorough analysis of which they perform in the laboratory by the most approved methods. Many bring samples of water from their homes and analyze them for the benefit of their parents and friends.

The removal of stains of various kinds, fruit, ink, grease, iron rust, paint, etc., furnishes an excellent opportunity for applying principles of bleaching and action of acids and alkalis upon different kinds of fabrics. Before finishing the course every pupil is expected to be able to remove stains of the above-mentioned types.

Work in dyeing is treated from an entirely original standpoint. Each pupil at first dyes different fabrics with colors extracted from many common sources, such as bright-colored flowers, leaves, berries, and fruits; later, work in anilin dyes affords opportunity for each student to learn something



CHEMICAL LABORATORY.

of this useful art, and at the same time to apply some of the oft-neglected principles of chemistry.

Actual work in the extraction of flavors and perfumes is performed by the student, and samples of orange, lemon, vanilla, etc., are the criteria of her skill.

Experiments are given by which the determination of alcohol in cider, patent medicines, wines, and "soft drinks" is made simple.

The average teacher is little aware of the terrible injury done to young men and women by the indiscriminate use of headache powders, "cures," "antidotes," "specifics," etc. Simple analyses of these substances throw much light upon this intensely important subject.

The principal aim of the course is to create, if necessary, and to foster a real love for and interest in the great science of chemistry; to give the pupil a broader outlook and to see herself a factor in the busy, living world. The course is not presented with the object of making chemistry teachers of the pupils, but rather to furnish the thoughtful, painstaking student with information gained by experience, by which she can keep both body and mind in an alert, healthy condition.

GEOGRAPHY.

The study of geography covers two terms, and includes: —

1. A study of the structures of the world ridge, and a detailed study of the structure of each of the continents, including the mountain ranges and peaks, river systems, and lakes. These are drawn in outline and modeled in relief as studied.

2. A study of geographic forces, including the movements of the earth, seasons, temperature, winds, and rainfall, with special reference to the climate of the United States.

3. The geographic distribution and economic uses of minerals, plants, and animals.

4. The study of peoples — their mental and physical

characteristics, languages, religions, governments, industries, and habitations.

5. The study of commerce, its origin, mediums of exchange, means of transport, commercial routes, aids to commerce, and the leading commercial nations, — their commercial advantages, commodities, and commercial centres.

In addition the classes are given problems touching the adaptation of the subject-matter of geography to the capacity of children in the different school years, the correlation of geographic readings, the use of geographic pictures, maps, globes, and other teaching aids.

THE LANGUAGE ARTS.

Reading. — Study of the dictionary; diacritical marks and pronunciation; study of phonetics for teaching purposes; methods of teaching reading in elementary schools, and frequent practice with classes of children from the model schools. Preparation of reading material for school use.

Grammar. — Classification of the parts of speech, phrases, clauses, and sentences by the laboratory method; analysis of sentences in a simple way. The natural method of teaching language in elementary schools is used, and the pupils themselves are required to give lessons.

English Composition. — It is chiefly as a practical art that the subject is presented in this school. Description, narration, exposition, and argument are taught from daily practice in writing, followed by the teacher's criticism. Much attention is paid to the external form of the paragraph. A composition is regarded as a living product of an active mind; therefore, there is constant and careful study of the way in which paragraphs grow, of the order in which to say things, and of what not to say. Pupils are trained to intelligent criticism of language work.

English and American Literature. — A study of some of the literature of the eighteenth and nineteenth centuries, the

purpose being to help the pupil to appreciate the best. The history of literature is taught in a subordinate way only, to enable the pupil to understand the setting of an author's work; correlation of myths with nature study; courses of literature for elementary schools are developed. There are some variations from term to term.

HISTORY.

United States History and Civics. — A rapid review by the laboratory method of the history of our country from the early discoveries to the present, and of the framework of national, State, and municipal government. Instruction in the proper use of pictures and maps as aids in teaching history, correlation with literature, a thorough drill in a good pedagogical method of presenting the subject. Stories of the explorers and the biographies of eminent Americans are recast in the vocabulary of childhood for use in primary grades.

General History. — Ancient Nations. — Peoples and migrations; geographical position and consequences; inheritances; social, political, intellectual, æsthetic, moral, religious, and industrial development; characteristic institutions; legacies.

Mediæval and Modern History. — Instruction and training are given in the inductive method as applied to history, with a view to the development of the "historical spirit." The method is illustrated by a careful study of a few countries, with special attention to the main forces at work, the growth of nationality and constitutional government, and the relation of Europe to America.

MATHEMATICS.

Arithmetic. — Failure on the part of the teacher to recognize and to apply the fundamental principles of number according to well-established psychic laws invariably results in failure on the part of the pupil to understand and to use intelligently the simple processes of arithmetic.

No text-book is placed in the hands of the student; all processes and methods are developed. The importance of the reason for performing the various arithmetical operations is duly emphasized.

The modern teacher should fully appreciate the fact that the day of set rules and inflexible formulæ is past. The child is no longer told to "invert the divisor and proceed as in multiplication." By far the greatest value of any mathematical rule lies in its discovery. Students are trained to discover; having discovered, to apply.

Recognizing in the Grube method a line of thought incompatible with true mathematical concepts, the pupil is thoroughly drilled in the movable or flexible unit system, which is so ably treated in Dewey and McLellan's **Psychology of Number.**

The student becomes familiar with our leading arithmetics, from which many characteristic problems are selected. She is required to solve a problem intelligently, whether she supplies the essential data or takes it as presented by some second person.

The course continues throughout the junior year and comprises one hundred fourteen recitation periods. The work is taken by grades, and includes exercises in sense training and in relative magnitude, discovery of the primary principles of number, the history of its decimal system, and the applications of number as a means of measurement.

The aim of the course is to give the teachers a logical method of presenting arithmetic, free from fads and reason-destroying practices; to teach them to be self-reliant, efficient, accurate, quick to appreciate and to apply. All of this tends strongly towards the betterment of our public schools.

Algebra. — The relation of algebra and arithmetic is always kept before the pupil. Methods of developing the algebraic processes are carefully examined. Students are encouraged

to find methods of their own for presenting special phases of the subject.

Objects and diagrams are used whenever clearness can be gained thereby. The equation is treated from an original stand-point and is shown in its true character. All operations and many of the problems given in Milne's grammar school algebra are fully treated.

In order to get the greatest good from this course, the pupil should be well prepared in algebra through quadratic equations.

Geometry. — The history of the subject, both ancient and modern, is presented. The student becomes familiar with some of the world's greatest mathematicians and the influence of their work. She has at her disposal a large amount of unusual but extremely valuable material, in the form of ancient theorems and their uses, calculated to interest the most indifferent pupil.

The subject is treated in its two-fold aspect, — first, as applied to the measurement of lines, surfaces, and solids, in which the use of simple measuring instruments is taught, and secondly as related to reason and logic. The student should become a clear, fearless, original thinker, who dares attempt the solution of a theorem by other than set text-book methods.

OTHER SUBJECTS.

Art and Drawing. — This course takes into consideration the two methods of art education to-day : —

The analytic view aims to give to the pupil a knowledge of the principles of representation in outline, light and shade, and painting in color.

Historic art in architecture, sculpture and painting is studied with reference to its bearing upon our present social problems, and as a source of "motifs" for applied work in design.

The principles of beauty in line and color are taught

as a basis for the synthetic method in picture study and design.

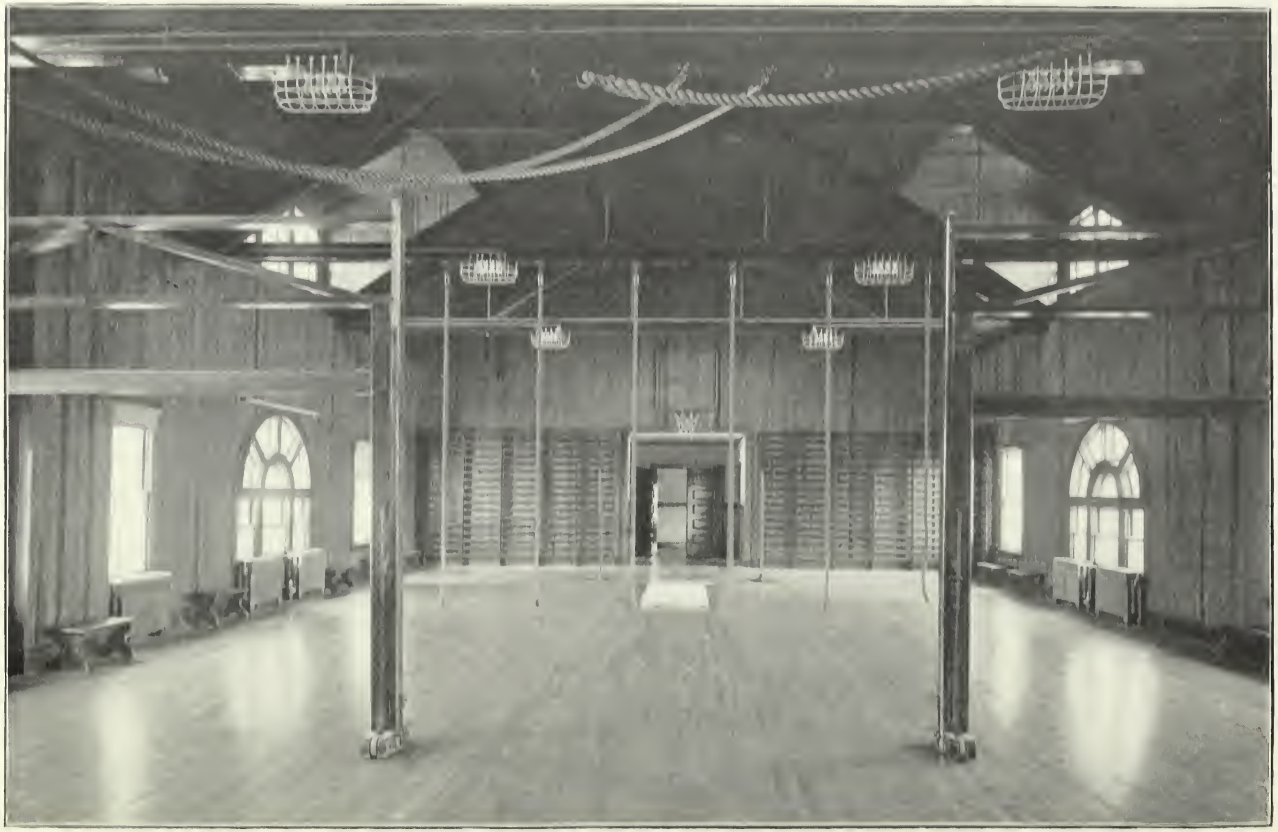
The synthetic or creative side is emphasized, in the belief that in the field of design lies the greatest number of human interests. Applications of the principles of beauty are made in all phases of school work and social life, and to different branches of the local trades.

The subject-matter is analyzed and arranged for the grades of elementary and high schools, and outlines, lesson plans, and practice teaching are required of all students in this department.

Vocal Music, — Musical History. — A rapid review of ancient history, including the music of the Chinese, the Egyptians, and the Hindoos; the influence of the Israelites and the Grecians; the Roman Empire: the part taken by the early church in fostering the "Divine Art," the advent of the Paris school of music (the first national school of music), the Gallo-Belgic and the Netherland schools; the rise and decline of Italy's musical prestige, and the birth of our modern music; the classical school and its masters; the influence of the Germans; the romantic school; and the growth of musical interests in America.

Harmony, the Grammar of Music. — Intervals, scales, triads, inversion of triads, chords, inversion of chords, harmonizing basses, chords of the dominant seventh, preparation and resolution, cadences and suspensions.

Musical Notation. — No effort will be made to follow any published system of school music, but the rudiments will be studied with especial regard to the needs of public school music, and the pupils will have practical drill in doing (singing) throughout the course. Special attention will be given to individual drill, and those who think they cannot sing will be given the most careful training, by which they will be convinced that they can learn to sing, and their value in the public school room will thus be enhanced.



GYMNASIUM.

Chorus Classes. — In chorus classes pains will be taken to acquaint the pupils with the best that the musical world offers.

Manual Training. — This course will include paper folding, paper cutting, basketry, compressing raffia and reed, and woodwork, including whittling and bench work. The raffia used is dyed by the students as a part of the course in chemistry; the models used in the bench work are designed by the students as an application of the work in drawing.

Physical Training. — Physical training on the basis of the Ling system of gymnastics.

Study of the principles of educational gymnastics, and their application in the Ling system.

Practical work in the gymnasium, gymnastic games, squad and class drills conducted by the students.

PROGRAM OF SUBJECTS IN TWO YEARS' COURSE.

JUNIOR YEAR.

Fall Term.[1]		Winter Term.[1]		Spring Term.[1]	
Arithmetic,	3	Arithmetic,	3	Arithmetic,	2
Drawing,	3	Drawing,	3	Botany,	4
English grammar and composition,[2]	4	Geography,	2	Drawing,	3
Gymnastics,	2	Gymnastics,	2	Geography,	2
History of education,	1	History of education,	1	Gymnastics,	2
Manual training,	1	Manual training,	1	History of education,	1
Music,	2	Music,	2	Manual training,	1
Pedagogy,	1	Pedagogy,	1	Music,	2
Psychology,	2	Physiology,	4	Pedagogy,	1
Zoölogy,	4	Psychology,	2	Physics,	2
				Psychology,	2
	23		21		22

[1] The school year is divided into three terms of thirteen weeks each.

[2] Junior kindergartners omit English grammar and geography, and substitute history of United States and child study with the seniors.

SENIOR YEAR.

Section A in Training School.	B and C.
Chemistry,	4
Child Study,	2
Drawing,	3
Geology,	4
Gymnastics,	2
History of United States,	4
Music (A, B, C),	2
School management (A, B, C),	1
	22

Section B in Training School.	A.	C.
Chemistry,	4	–
Child study,	2	2
Composition,	3	3
Drawing,	3	–
General history,	–	4
Geology,	4	–
Gymnastics,	2	2
History of United States,	4	–
Literature,	–	3
Manual training,	–	3
Mathematics,	–	4
Music (A, B, C),	2	2
School management (A, B, C),	1	1
	25	24

Section C in Training School.	A.	B.
Child study,	2	2
Composition,	–	3
General history,	4	4
Gymnastics,	2	2
Literature,	3	3
Manual training,	3	3
Mathematics,	4	4
Music (A, B, C),	2	2
School management (A, B, C),	1	1
	21	24

LECTURES AND CONCERTS.

An effort is made every year to bring students into contact with people of reputation in lecture and concert fields. During the present year those in authority have sought to quicken the school spirit, and bring more closely together students and faculties by a more informal kind of entertainment, preceded or followed by a period of social converse. The program for 1907–08 has been as follows: —

Indian musicale, arranged by Messrs. Will S. Monroe and Frederic Goodwin; illustrative selections by Mr. and Mrs. Frederic Goodwin, Miss Louise Arnold; violin solos by Miss Laura Jones, with Miss Mary Steele, accompanist.

The Parthenon, — an illustrated lecture by Prof. Alfred Vance Churchill, Smith College.

Diseases of the Schoolroom, — a lecture by Dr. A. T. Schoonmaker, chairman board of health, Westfield.

Sanitary Science in the Schoolroom, — a lecture by Dr. Fred. P. Lowenstein, Westfield.

Scotch poetry and prose, — a series of readings in the Scotch dialect by Miss Mary F. W. Anderson and Mr. John R. Anderson of Cambridge.

The Ring and the Book, — a lecture by Prof. Edward Howard Griggs of Montclair, N. J.

A Plan for Moral Training for the Public Schools, — a lecture by Miss Jane Brownlee, Toledo, O.

Graduation address,[1] by Rev. W. C. Gordon.

GRADUATION, DIPLOMAS, AND CERTIFICATES.

The satisfactory completion of any one of the five courses previously described entitles the pupil to receive a diploma or certificate of graduation. Those who for any reason are unable to do all the work of a course will, on application, receive a certificate stating the exact amount of work done.

[1] To be given.

Those who complete Course IV. receive certificates, not diplomas. The course taken by college graduates determines whether they receive certificates or diplomas.

DISCIPLINE.

Whoever aspires to the responsible office of teacher should habitually practise self-control. This doctrine furnishes the key to the disciplinary policy of this school. Pupils are treated with confidence, and to a large extent the government of the school is left in their hands. Almost no rules are made, but it is the constant effort to create such an atmosphere that to follow the best ideals shall be easy and natural.

Regular attendance, good behavior, and loyalty to the best interests of the school, are necessary to successful work and are expected of all.

The power of suspension for misconduct and of removal from school for failure to do properly the work of the school is lodged in the principal, with an appeal to the Board of Visitors.

TUITION AND EXPENSES.

Tuition and text-books are free to residents of Massachusetts.

Pupils from other States than Massachusetts, attending normal schools supported by this State, are required to pay at the beginning of each half-year session the sum of $25 to the principal of the school attended for tuition, except that in the Normal Art School the sum paid to the principal at the beginning of the session by each pupil from another State will be $50 for each half-year.

For cost of board, see "Dickinson Hall," below.

STATE AID.

To assist those students who find it difficult to meet the expense of the course, pecuniary aid is furnished by the State in varying sums, though never exceeding $1.50 per week.

Aid is not furnished during the first half-year of attendance, nor to students whose scholarship is unsatisfactory. Applications for this aid are to be made to the principal in writing, and must be accompanied by a certificate from a person competent to testify, stating that the applicant needs the aid.

DICKINSON HALL.

MRS. CHARLES B. WILSON, MATRON.

Dickinson Hall is the name given the new normal dormitory, which was used for the first time in September, 1903. It is in charge of the principal, and is a commodious, well-lighted school home, with accommodations for 75 students. Floor plans of this building are given in the cuts facing this page. Rooms will be assigned once each year, two students occupying a suite of three rooms. Whenever possible, students should indicate their choice of room-mate. In all cases those desiring rooms should notify the matron as soon as possible after their admission to the school.

The price of board in the boarding halls connected with the normal schools of the State is $160 for the school year, payable in advance as follows: $40 at the beginning of the school year in September; $40 on November 15; $40 on February 1; and $40 on April 15.

This rate includes board, furnished room (except as below), steam heat, gas, and laundry, for such time as the school is in session and for the Thanksgiving recess, but for no other recess or vacation. Pupils whose homes are at a distance may, on permission of the principal, remain at the hall during any vacation, except the long one in the summer, on payment of the additional sum of $4 per week during such vacation. The hall is closed during the summer.



DICKINSON HALL.

When pupils leave the school before the expiration of a term, money paid in advance will be refunded pro rata, but **no deduction will be allowed for the first week of absence.**

Each boarder is required to bring towels, napkins, a napkin-ring, two clothes-bags, and blankets. The school does not provide curtains, bureau or commode covers. Coverlets and art squares are furnished by the school.

All articles sent to the laundry must be distinctly marked with the owner's name in indelible ink. Initials will not answer.

Visitors can have good accommodations at $1 per day or $5 per week; dinner, 35 cents; supper or breakfast, 25 cents; lodging, 50 cents.

Whenever more pupils apply for rooms than can be cared for in Dickinson Hall, the principal will find places for those who cannot be accommodated; but all charges in excess of the regular price must be paid by those who are obliged to room outside the dormitory.

In Dickinson Hall the State has tried to provide for the comfort and convenience of its pupils. In the basement space has been set aside for a laundry, which shall be exclusively for students' use; set tubs, wringers, ironing boards, etc., are furnished. On the second floor a room equipped with sewing machines gives an opportunity to economize in the making of the simpler articles of feminine apparel to such as may care to use it. On the third floor a gymnasium has been provided; school work in gymnastics is given in this room; the gymnasium is also the general meeting place of the students, where evening entertainments may be held. A commodious library and reading room, the reception room and parlors, hospital, and dining room are situated on the first floor.

The building is substantially made of buff brick; the interior finish is of ash in the natural wood, and the floors are of maple. The hall is heated by steam and lighted by electricity, and every possible precaution is taken to secure it

from danger by fire. A private fire alarm box connects it with the central fire station of the town, which is situated near by; extinguishers and grenades are provided on every floor; electric gongs for alarming pupils have been installed; and a watchman patrols every part of the building once every hour during the night.

Pupils who do not live in Westfield and who do not return to their homes daily are expected to board at Dickinson Hall. All other students who wish to board with relatives or to work for their board in private families must first secure permission from the principal.

EMPLOYMENT OF GRADUATES.

The demand for graduates of this school is greater than the supply. During the past year the principal has received many requests for teachers to which he has been unable to respond.

In the interest of graduates of this school who desire to secure better positions, and of school committees and superintendents who are seeking teachers, the principal requests that former pupils will keep him informed of their addresses and of their wishes for future work. He will keep at his office as complete a directory of graduates as possible, and hopes to be serviceable alike to employers and employed. If alumnæ sending their addresses will also forward testimonials of success, the principal can act for them more intelligently.

It should be distinctly understood that the principal guarantees no positions, and declines to recommend any teacher whom he does not personally know to be successful. In all cases, however, he will gladly furnish the names and addresses of all eligible teachers to inquirers, leaving to them the responsibility of investigation and action.

As complete a record as possible of all future graduates will be kept, showing their scholarship, training, experience

before entering the normal school and in the training schools, and general qualifications for teachers' positions, together with such testimonials of success in teaching as may be filed from time to time. Such data will be considered entirely confidential, and will be accessible only to superintendents and school committees.

GENERAL REMARKS.

The demand of the hour is for professionally trained teachers, and, both for the good of the schools and for their own advantage, all intending teachers are urged to prepare themselves by a special course of training in some school established for the purpose.

Teachers who wish to profit by the regular class-room instruction in any department are invited to join the school temporarily during their vacations and at such other times as may be convenient. The school aims to be helpful. No charge will be made for tuition or text-books, and, if reasonable notice is given, such students can usually be accommodated at Dickinson Hall at $4 per week.

This school is always open to the inspection of the public. A cordial invitation is extended to teachers, school committees, and superintendents to visit at their convenience.

For catalogues, specimen examination papers, or any information address the principal at Westfield.

NAMES OF PUPILS.

GENERAL TWO YEARS' COURSE.

SENIORS.

Ahern, Ellen M., 407 Main Street, ... Holyoke.
Alden, Bessie Mae, ... Ludlow.
Atkins, Edith Mildred, 35 Ashley Street, . . . Springfield.
Barrett, Mary Margaret, 18 Everett Street, . . Springfield.
Bartlett, Marion Louise, ... Worthington.
Bothum, Ruby F., 7 Dudley Avenue, . . . Westfield.
Bourassa, Olive, 12 Avery Street, ... Westfield.
Buckley, Margaret T., ... Ware.
Carmody, Anna Gertrude, ... Bondsville
Chambers, Elizabeth Matilda, ... Feeding Hills.
Chapman, Lillian May, 239 Hampden Street, . . Holyoke.
Clune, Mary C., 59 Spring Street, ... Springfield.
Coté, Ellen Elizabeth, 26 Pine Street, . . . Mittineague.
Coughlin, Mary Elizabeth, 30 Lenox Avenue . . Pittsfield.
Coyne, Mabel Victoria, 264 Webster Street, . . East Boston.
Dalton, Elizabeth Marie, 331 Dwight Street, . . Holyoke.
Dexter, Jessie, 49 Montrose Street, ... Springfield.
Dillon, Mary Julia, 70 Taylor Street, . . . Chicopee Falls.
Dolan, Nellie Agnes, ... Haydenville.
Dowling, Genevieve V., 122 Greenwood Street, . Springfield.
Driscoll, Veronica Rose, 28 Everett Street, . . Springfield.
Dyer, Constance, ... Belchertown.
Eckart, Marie Helene, 13 Grant Street, . . . Holyoke.
Farrell, Marion Elizabeth, 115 Alden Street, . . Springfield.
Ferris, Lulu, 340 Oak Street, ... Indian Orchard.
Ferris, Mae, 340 Oak Street, ... Indian Orchard.
Fitzgerald, Lucy Cecelia, High Street, . . . Bondsville.
Flynn, Helen Cecelia, Pleasant Street, . . . Easthampton.
Gibbs, Ella Louise, ... Blandford.
Gunn, Parthenia Elsie, 178 Hancock Street, . . Springfield.
Haubrick, Kate Elizabeth, 111 Broad Street, . . Westfield.
Healey, Agatha, 928 Liberty Street, ... Springfield.
Higgins, Anna M., 7 Maple Street, ... Pittsfield.

Hines, Eva Honora, South Street, ... Warren.
Hosley, Mary Allen, 10 High Street, . . . Warren.
Howe, Lenora Elizabeth, 199 High Street, . . Springfield.
Hunt, Edith Caroline, Main Street, ... Chester.
Hurley, Margaret A., 60 Greenwood Street, . . Springfield.
Johnson, Sidney A., 51 Washington Street, . . Westfield.
Keenan, Katherine Josephine, 454 Chestnut Street, . Springfield.
Keough, Katherine Sylvia, 11 Brooks Avenue, . . Holyoke.
Leahy, Ellen Theresa, 29 Peck's Road, . . . Pittsfield.
Lovett, Gertrude L., 16 Whitney Street, . . . Amherst.
Lunan, Wilhelmina Milroy, 18 Central Avenue, . Indian Orchard.
Mahoney, Helen Pauline, 24 Adams Street, . . Easthampton.
Maloney, Mary A., ... Lenox.
McCormick, Florence Irene, 142 Elm Street, . . Westfield.
Meeker, Ada M., 50 Hampden Street, . . . Indian Orchard.
Menton, Anna Veronica, 18 Clifford Street, . . Easthampton.
Merrell, Cornelia, River Road, ... Agawam.
Mulcahy, Agnes Patricia, 164 Center Street, . . Chicopee.
Neugoal, Mary Elizabeth, 145 State Street, . . Springfield.
O'Girr, Charlotte, 434 Springfield Street, . . Chicopee.
O'Neil, Cecelia Genevieve, 61 Taylor Street, . . Chicopee Falls.
Patterson, Bertha Margaret, 20 Sewall Street, . . Ludlow.
Prouty, Ella G., 83 Sycamore Street, . . . Holyoke.
Rourke, Elena Veronica, 110 Whipple Street, . . Fall River.
Ryan, Margaret Eulalia, 58 Beacon Avenue, . . Holyoke.
Searle, Anna I., 22 Atwater Street, . . . Westfield.
Slattery, Anna Elizabeth, 66 Nonotuck Street, . . Holyoke.
Stowe, Avis M., 26 Hancock Street, . . . Westfield.
Tagan, Helen Cecelia, 20 Chapel Street, . . . West Warren.
Thompson, Ruth I., 679 West Third Street, . . Plainfield, N. J.
Tuttle, Persis Gibbs, 16 Keyes Street, . . . Warren.
Van Wert, Grace Maybelle, ... Chester.
Waldron, Cecilia Frances, ... Great Barrington.
Walsh, Anna Magdalen, 890 Front Street, . . Chicopee Falls.
White, Emily Angeline, ... Ludlow.

KINDERGARTEN COURSE.

SENIORS.

Dickinson, Ethel, 6 Park Street, ... Northampton
Dunham, Bessie E., 606 Madison Avenue, . . Plainfield, N. J.
Gaugh, Julie Charlotte, Main Street, . . . Easthampton.
Gaugh, Lizette Parsons, Main Street, . . . Easthampton.
Sauter, Irene Margaret, 60 Court Street, . . . Westfield.

POST-GRADUATES.

McDonald, Katherine, 91 Bancroft Street, . . Springfield.
Young, Ida B., 38 Holland Avenue, ... Westfield.

GENERAL TWO YEARS' COURSE.

JUNIORS.

Allaire, Mary Rosamond, 59 Chestnut Street, . . Chicopee.
Arnold, Gertrude Louise, 9 Washington Street, . Westfield.
Barry, Margaret Theresa, 151 West Street, . . Ware.
Bickford, Tryphena M., 8 Summer Street, . . Westfield.
Bridgman, Marion Elizabeth, ... Belchertown
Bush, Louise Hopkins, 81 E Silver Street, . . Westfield.
Carmody, Marcella A., ... Belchertown
Charest, Antoinette, 352 Main Street, . . . Holyoke.
Corcoran, Mary Teresa, 25 Richelieu Street, . . Springfield.
Corrie, Ethel Moseley, 33 Hampden Street, . . Westfield.
Cowles, Mary Henderson, ... North Hadley.
Dalrymple, Esther L., 67 Eustis Street, . . Revere.
Dalton, Anna Augusta, 1265 Dwight Street, . . Holyoke.
Davis, Eva G., ... Hadley.
Donahue, Katherine L., ... Huntington.
Dooley, Mary Elizabeth, 163 Elm Street, . . . Holyoke.
Dowd, Katherine, 30 Bartlett Street, . . . Westfield.
Dowdall, Agnes C., 137 Beech Street, . . . Holyoke.
Egan, Frances H., 52 Holyoke Street, . . . Easthampton.
Forsyth, Maude Smith, Brook Street, . . . Northbridge.
Geran, Alice Elizabeth, 112 Nonotuck Street, . . Holyoke.
Halfpenny, Anne, 287 Main Street, . . . Holyoke.
Harrington, Clara Emma, 541 Main Street, . . Springfield.
Higgins, Catherine Claire, 13 Church Place, . . Bellows Falls, Vt.
Hildreth, Jessie Ellen, 17 Bates Street, . . . Westfield.
Holt, Elaine, ... Norfolk, Conn.
Horrigan, Irene Margaret, 31 Pearl Street, . . Holyoke.
Howard, Grace Agnes, 163 Bowles Street, . . Springfield.
Howard, Helen Theresa, 2 Winter Street, . . Franklin.
Johnson, Abbie Elizabeth, 41 Orleans Street, . . Springfield.
Kearney, Katherine C., ... Glendale.
Kearney, Mary Lynch, ... Glendale.
Leahy, Margaret Irene, 29 Peck's Road, . . . Pittsfield.
Lewis, Helen Rosalind, 139 King Street, . . . Springfield.
Ludwig, Ottilie Elizabeth, 488 Liberty Street, . . Springfield.

Lynn, Septa Frances, 311 Walnut Street, . . . Holyoke.
Mahoney, Florence Elizabeth, 10 Columbia Street, . Westfield.
McGee, Mary Ascension, 40 Hamlin Street, . . Pittsfield.
Moynihan, Eva Catherine, 43 Glen Street, . . Holyoke.
Nocke, Ruth, 67 Morris Street, ... Springfield.
O'Neill, Claire Elizabeth, 520 Hampden Street, . Holyoke.
Parker, Alda Lottie, 77 Catherine Street, . . . Springfield.
Pease, Genevieve Dickinson, ... Whately.
Pfeiffer, Elena Marguerite, 148 First Street, . . Pittsfield
Powers, Dora Anna, Oak Avenue, . . . Westfield.
Powers, Mary Louise, 76 Maple Street, . . . Easthampton.
Randall, Beulah Jane, 68 Willard Avenue, . . Springfield.
Randall, Ruth Belle, 68 Willard Avenue, . . . Springfield.
Richardson, Charlotte Baxter, 98 Court Street, . . Westfield
Riley, Benjamin Trask, 86 Bliss Street, . . . Springfield.
Roche, Esther Monica, Brook Street, ... Whitinsville.
Root, Shirley Alma, 11 Broad Street, . . . Westfield.
Smith, Pearl Rice, ... Granby.
Squires, Irene Elizabeth, 170 Smith Street, . . Hartford, Conn.
Starkweather, Olive Amanda, 10 Kellogg Street, . Westfield.
Stockwell, Ora Helen, West Farms, ... Northampton.
Taylor, Ruth Frances, 51 Day Avenue, . . . Westfield.
Tucker, Teresa Veronica, 9 O'Connor Avenue, . . Holyoke.
Vitty, Stella Amanda, ... Windsor, Vt.
Warner, Edith Lillian, ... Sunderland.
Wells, Lena May, 15 Lenox Street, ... Springfield.
Whitney, Alice M., ... Montague.
Williams, Mabel E., ... Holyoke.
Winn, Clara Louise, ... Ware.

KINDERGARTEN COURSE.

JUNIORS.

Clark, Marion Dalziel, ... Palmer.
Cowing, Ruby May, East Street, ... Hadley.
Goodyear, Eleanor, ... Westfield.

SPECIAL STUDENTS.

Avery, Mrs. Frank R., 40 Pleasant Street, . . Westfield.
Beckwith, Maude S., 163 Franklin Street, . . Westfield.
Corrie, Emily Elizabeth, 33 Hampden Street, . . Westfield.
Cronin, Mary C., 200 Center Street, ... Chicopee.
Loomis, Anna Laura, 12 Spring Street, . . . Westfield.

Mallory, Pearl Leslie, 37 Pleasant Street, . . . Westfield.
Martin, Harold C., ... Shelburne Falls.
McCormick, Clara, 16 Florence Street, . . . Springfield.
Messenger, Lala A., ... Becket.
Parker, Mrs. J. C., 51 Washington Street, . . Westfield.
Parsons, Mrs. J. C., ... Westfield.
Powers, Agnes Bridget, 10 Maple Terrace, . . Mittineague.
Rey, Carolyn Augusta, Wood's Hall, . . . Springfield.
Starkweather, Sarah, 10 Kellogg Street, . . . Westfield.

SUMMARY.

Post-graduates, ...	2
Seniors in general course, ...	68
Seniors in kindergarten course, ...	5
Juniors in general course, ...	64
Juniors in kindergarten course, ...	3
Special students, ...	14
Total, ...	156

Certificate Required for Admission to a Preliminary Examination.

.....190 .

.....has been a pupil in the

..... School for..... years, and is, in my judgment, prepared to pass the normal school preliminary examination in the following group, or groups, of subjects and the divisions thereof:

.....

.....

Signature of principal or teacher,.....

Address,.....

Certificate of Graduation and Good Character.

This is to certify that M.....

is a regular graduate of a four years' course of the.....

.....High School, and that, to the best of my knowledge and belief,.....he is a person of good moral character.

.....*Principal.*

.....190.....

Certificate of Good Health.

This is to certify that I am personally and professionally acquainted with M....., and that, to the best of my knowledge and belief,.....he is free from any disease or infirmity that would unfit for the office of a teacher.

.....*M.D.*

.....190.....

Candidates will tear out above certificates and present them, properly filled and signed, at time of examination, or when High School certificates are presented.